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ABSTRACT

A practicum addressed the below-average reading comprehension performance of first graders by the implementation of precision teaching and specific solution strategies. Students (51) were actively involved in their own learning and decision making through the continuous monitoring system of precision teaching. Reading techniques called RAP (an acronym that stands for the commands: "Read paragraph"; "Ask youself the main idea and two supporting details"; and "Put in your own words") and the Neurological Impress Method (NIM) were implemented to provide relevant learning experiences relating to locating the main idea and finding details in reading comprehension. The results indicated increased levels of achievement by students when beginning and ending scores were compared. It was concluded that the use of precision teaching combined with RAP and NIM reading techniques can provide a vehicle to facilitate reading comprehension. (Two tables of data are included and 12 references are attached. Appendixes include: Sample Profile Sheet, Sample Task Sheet, Sample Probe, Sample Logarithmic Chart, Story Map, Response Maze, Academic Profile Chart, and Sample Formal Report.) (Author/MG)

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GETTING THE MAIN IDEA AND DETAILS THROUGH READING COMPREHENSION

by

SHARON K. GRISHAM

A Practicum Report
submitted to the Faculty of the Center for the
Advancement of Education of Nova University in partial
fulfillment of the requirements for the degree of
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Abstract

Getting The Main Idea and Details Through Reading Comprehension

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Descriptors: Comprehension/Reading Comprehension/ Comprehension Development/Cognitive Processes/Reading Skills/Reading Processes/Context Clues/Critical Reading/Language Experience Approach/Reader Response/ Cloze Procedure/Content Area Reading/Details/Main Idea/

The below average reading comprehension performance of first graders was addressed by the implementation of precision teaching and specific solution strategies. Students were actively involved in their own learning and decision making through the continuous monitoring system of precision teaching. Reading techniques called RAP and NIM were implemented to provide relevant learning experiences relating to main idea and finding details in reading comprehension. The results indicated increased levels of achievement by students when beginning and ending scores were compared. It was concluded that the use of precision teaching combined with RAP and NIM reading techniques can provide a vehicle to facilitate reading comprehension. Appendices include sample precision teaching, logarithmic chart, task sheet, story map, and academic profile sheets.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

Sharon K. Grisham

Sharon K. Grisham

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CHAPTER I

Purpose

This practicum took place during the summer in a small private school affiliated with a private university in South Florida. Children from the county attended an eight-week academic program. The students represented a wide range of socio-economic backgrounds and grade levels ranged from kindergarten to eighth grade. The program included 51 students, 11 teachers, five administrators, three computer teachers, and three language clinicians.

Children attended classes daily during six of the eight weeks from 9:00 a.m.-12:00 Noon. Students spent 20 minutes daily in computer instruction. Language clinicians spent 40 minutes, three times a week with groups for language and communication instruction. Students who participated in these groups were selected by the language clinicians based upon needs determined by testing conducted during the first week of the program.

This writer was a classroom teacher with five students who had completed first grade in public or

private school and would be entering second grade in the fall. Formal and informal testing was administered by this writer during the first week of the eight-week program to determine target areas of instruction and remediation.

Testing included the Multilevel Academic Skills Inventory (MASI) which is a criterion-referenced achievement test, a sample of the student's creative writing ability, an interest inventory, and parent-teacher interviews. Five academic areas were targeted for instruction for each child and recorded on profile sheets (See sample in Appendix A:41). Individual plans were established based upon profiles and results were analyzed with the school curriculum supervisors.

All five students showed weaknesses in the area of reading comprehension; specifically when asked to identify the main idea and details. Other reading and math skills were targeted for each child and focused on during the six-week implementation period. The following paragraphs provide a brief description of each child in this writer's group.

Seth, an eight-year-old energetic first grader, attended a public school. The aim for enrollment in

the summer program was to improve performance in reading and math. Seth was a sensitive child and seemed to worry about being alone or bad things happening. Seth was on Ritalen to improve attention span and Amoxicillin for allergies. Seth was cooperative and enjoyed learning. Seth's weakness in reading comprehension was in naming details.

Jonathan, a handsome seven-year-old first grader, attended a private school. The purpose for enrollment in the summer program was to improve reading and math. Jonathan was polite and enjoyed being with friends. Self-confidence seemed less when new tasks were introduced. One of the personal goals of the author was to help Jonathan increase self-confidence to tackle new or more difficult activities with a positive attitude rather than giving up before the task was attempted. Jonathan's difficulty with reading comprehension was stating the main idea.

Paul was an energetic and friendly seven-year-old. Paul attended a public school and had completed the first grade. The purpose for enrollment in the summer program was to improve social skills as well as academics. Paul was quite verbal, had difficulty

sitting still, and was eager to be a leader. Paul's weaknesses in reading comprehension were in stating the main idea and naming details.

Nery was a seven-year-old and entering second grade in the fall at a public school. Nery was enrolled in the summer program because of failure to complete assignments in school and to improve in reading. Nery had difficulty maintaining focus on the task and did not work well independently. It appeared, periodically, that Nery did not listen to directions. Academic weaknesses were determined to be naming details in reading comprehension.

Alex was a handsome eight-year-old who had repeated the first grade and would be entering second grade at a private school. Alex was friendly and cooperative and was enrolled in the summer program to improve memory skills and reading. Alex was sounding out words phonetically rather than reading the whole word. Weakness in reading comprehension was in naming main ideas and stating details.

The objectives that follow were based upon documented needs for the students and the last objective was based on a pretest administered to this

writer at the beginning of inservice designed for this special summer program.

After seven weeks of implementation, all students entering second grade in the fall will:

Objective One: Read five paragraphs at the preparatory level and write the main idea from a choice of two at a rate of five to seven per minute as measured by daily timed samples.

Objective Two: Read five paragraphs at the preparatory level and write the details from a choice of two at a rate of five to seven per minute as measured by daily timed samples.

Objective Three: Over a period of three months, this teacher will increase knowledge of teaching strategies and precision teaching by 50 percent as measured by the difference between the scores on the pretest and a posttest.

The criteria for mastery stated in the above objectives was based upon suggested performance standards and grade level information allowing for individual differences.

Tables 1 and 2 below indicate the above stated objectives and a baseline of students' corrects and

errors on main idea and details in reading comprehension. The baseline data was obtained directly from informal probes. The probes consisted of selected paragraphs to be read and choices to choose from relating to the main idea and details of the readings.

Table 1

Baseline Data

Probe: Read paragraph and write main idea from a choice of two.

		Paul	Jonathan	Alex
What is:	Corrects/min.	4	3	2
	Errors/min.	2	0	0

What should be: 5-7 corrects/minute

Table 2

Baseline Data

Probe: Read paragraphs and write details from a choice of two.

		Nery	Seth
What is:	Corrects/min.	1	2
	Errrors/min.	1	0

What should be: 5-7 corrects/minute

It was essential to identify effective teaching strategies as a means to meet each objective of this practicum. The following chapter will summarize information collected by this writer, that lead to solution strategies.

CHAPTER II

Research and Solution Strategy

This author conducted a search of literature to find strategies that could be used to increase students' ability to identify main ideas and details when reading. The following is a summary of the information collected.

Reading is considered to be the most important skill a child learns in school. The skills involved in learning to read are many and are classified into two significant areas. The first area is word recognition and the second area, which was the focus of this practicum, is comprehension. "Reading comprehension has been linked with a set of identifiable and teachable skills, such as noting important facts and details, finding the main idea and following directions" (Lerner, 1985:359). There are many other specific skills in reading comprehension, such as following a sequence of events; drawing inferences and reaching conclusions; organizing ideas; applying what is read to solve problems and verify statements; and

evaluating materials for bias, relevance, and consistency. The skills range from simple to complex.

Lerner (1985:359) states that "the goal in teaching learning disabilities students is first to help them gain the control of the literal level and then gradually increase their levels of understanding." Reading comprehension has been viewed in terms of two approaches: (a) as a set of specific, separate, identifiable, and observable reading skills, and (b) as a holistic process, or a unified whole dependent on the personal experiences and knowledge of language that the reader brings to the printed text. These views are based upon different learning theories and each leads to different methods of teaching. The writer of this practicum chose the first approach as the supporting foundation for the methods and strategies used in this practicum. A skills-centered approach has proven to be successful among poor readers.

> A major advantage of identifying discrete comprehension skills is that the teacher can easily divide the very general concept of reading comprehension into smaller units that are manageable for instruction. Consequently, the student's attention can be directly focused on reading specific and definable goals. The diagnosis involves determining which specific reading skills the

> student has already acquired and which must still be taught. (Lerner, 1985:359)

According to previous research, the solution strategies discussed below have been effective in developing reading comprehension. For the purpose of this practicum the author has sought solutions leading to the specific comprehension skills of main idea and finding stated facts and details.

The student who has not "learned to read" cannot "read to learn" (Snider and Tarver, 1987). A student's level of word recognition and vocabulary skills greatly contribute to comprehension success. Getting students in the habit of listing and finding the meanings of new words will increase vocabulary knowledge. Getting students in the habit of doing a great deal of reading will improve a student's overall comprehension.

RAP is a learning strategy designed to help students paraphrase what has been read thereby strengthening reading comprehension. The RAP technique aids the student in recognizing important facts and information. RAP is an acronym used as a memory device to cue students to perform certain tasks. The R stands for "read paragraph," the A represents "ask yourself

the main idea and two supporting details," and the P means to "put in your own words" (Obrand, 1990). Students read a selection and then answer questions or participate in a discussion that follows the steps of the acronym.

The Nuerological Impress Method (NIM) is a technique used to increase reading fluency. It is thought that the increase of reading fluency will improve reading comprehension. Passages are read aloud simultaneously with the teacher. The student sits slightly in front and to one side of the teacher. They read in unison as the teacher runs a finger smoothly beneath the words. The teacher maintains a brisk pace and prevents the student from slowing down or repeating words (Downs and Morin, 1990).

Wallace and Kauffman (1986) suggest several activities for improving reading comprehension. The first is to have students read untitled stories and write an appropriate title for the story. Second, after reading a story, students choose phrases that pertained to the story from a list of phrases on the chalkbaord. Third, students discuss a story they read and list the main idea. Students then create visual

images of specific story events through drawings. The story can be retold by rolling the drawings in sequence on a makeshift TV screen or overhead projector. Fourth, a number of questions can be asked about the story that require students to recall details. Finally, students predict how a story will end based upon the illustrations and having heard the beginning of the story. After predictions have been made, the conclusion is read and students discuss why some answers were more logical than others.

An advance organizer is a technique used to establish a mind set for the reader, relating new material to previously learned information. An example of an advance organizer would be an introduction of general concepts or linking the new material to previously learned materials. Another example is the use of questions before the reading to focus the reader on the information that is expected to be attained. Search strategies training is a technique that helps the student scan material before answering a question. The goal of the strategy is to reduce impulsive, thoughtless answers and to delay a response until a systematic search for the correct one has been made

(Lerner, 1985). The purpose for developing a "schema" to aid in comprehension is because learning-disabled students have been characterized as "strategy deficient" and do not spontaneously employ or generate the kinds of strategies for learning that non-learning disabled students use.

The use of monitoring cards is a technique to help improve comprehension by having students involved in self-monitoring and questioning. The nine cards which prompt the monitoring procedure are read as follows:

1. Click - "I understand."
2. Clunk - "I don't understand."
3. Read on.
4. Reread the sentence.
5. Go back and reread the paragraph.
6. Look in the glossary.
7. Ask someone.
8. What did it say? (to check comprehension at the paragraph level)
9. What do I remember? (to check comprehension of the page level)

Cards numbered 3 to 7 are the five strategy cards for resolving comprehension failures; the others are simple

prompt cards. The students use the cards while reading and repond to the direction or question on the card accordingly. For example, if the student thinks "Yes, I understand," the click card is raised and the student goes on to the next sentence (Babbs, 1984). There is evidence now available showing comprehension monitoring among children as young as three years of age when the task involves familiar play activities. When students think about what is being read, errors can be self-corrected because it is evident to the reader that "it didn't make sense." This meta-cognitive awareness is necessary for readers to get full benefit from the printed word.

Targeting is a technique used to determine general and specific ideas or main idea and supporting details. It is accomplished by using Venn diagrams of concentric circles. The main idea of a passage is stated in the center circle and supporting details are listed in the outer circle. These are pictures called graphic organizers which help the reader see a picture to aid in comprehension ("Graphic Organizers," 1988).

Pressley et al. (1989) reports on a reading strategy in which the student is trained in story

grammar and constructs a story map while reading stories. A story map requires the recording of setting, problem, goal, action, and outcome information. Students practice constructing maps until they can do so with 80 percent proficiency. A hypothesis that has been explored in recent years is that poor elementary school readers do not possess knowledge of story grammar structures, but if they are given instruction in story structure and its use, their comprehension and memory will improve (Pressley et al., 1989).

Oral language opportunities that encourage children to talk about what they read appear to enhance reading comprehension. Retelling is a strategy that significantly increased reading comprehension (Koskinen et al., 1988). Retelling improves story comprehension, sense of story structure, and oral language. Having students engage in the verbal rehearsal of what they read results in improved reading comprehension performance. A typical retelling activity involves students working together. Students silently read a portion of text and then pair up with a partner to engage in retelling. One partner becomes the "storyteller" who tries to retell everything that is

important about the story, while the other partner is the "listener." Partners can take turns being the storyteller and listener. The listener's role is to tell the partner one thing they liked about the retelling. This provides an active purpose for the listener and positive feedback for the storyteller (Koskinen et al., 1988).

Precision teaching is a system used to monitor and measure learning and proficiency of skills. "Precision teaching is a way of maintaining accountability in a classroom" (Manz, as cited by Obrand, 1990:2). Individual instruction is enhanced when specific teaching techniques and strategies are joined with precision teaching. Precision teaching provides motivation by actively involving students to record each day's performance on a chart then comparing progress, analyzing results, and setting goals. Students become highly motivated as progress is charted and success becomes visible. Probes are brief, timed tests that contain only specific material and are given to collect data on the effects of instruction (Howell, 1990). Probes are utilized for direct measurement in a skill and daily samples are used to continuously

measure performance. Student scores are recorded on logarithmic charts. A precision teacher can make daily decisions about a student's progress based upon the charted learning "pictures." Decisions can be made about students who are ready to move ahead and those who may need to change enabling activities or drop back to a prerequisite skill because of frustration or difficulty. Students are included in the decisions regarding the materials and methods that work best.

Students are highly motivated as they learn to chart performance and begin to see progress. Timed tests and charting gives students immediate feedback on individual progress. This may be the greatest advantage of precision teaching to the student. The student gains newfound confidence, motivation, an enthusiasm for the task, acceptance of instruction, and willingness to practice (Scott et al., 1990).

Unique to precision teaching is the time factor involved. Rate of correct and incorrect responses are determined by dividing the number of responses by the time it took to complete the sample. This measure provides information regarding both accuracy and speed.

The five steps to precision teaching are pinpointing, counting and recording, setting aims, charting, and decision making. Pinpointing is determining a behavior or skill to be changed.

Counting and charting is the next step to precision teaching and refers to selecting a specific time period for the student to perform the skill after which the rate of correct responses and errors are plotted on a chart by the child. The rate of errors are plotted with an (x) and the rate of corrects with a dot. Students connect dots to dots and x's to x's to create a learning picture. Many opportunities need to be provided for instruction and practice with the pinpointed skill.

Individual aims are set for each skill pinpointed. An aim is the end goal (expressed within a frequency range) that when reached, allows the student to use the skill effortlessly. Precision teachers also set weekly and daily aims with the children as partners based on individual ability.

Charting gives the teacher and the student a visual picture of how well the student is learning.

Students usually learn quickly how to use the charts. The students chart progress daily.

The last step in precision teaching is decision making. When a student's chart shows a favorable change, it can be assumed that the student is learning. If the learning pictures show no change or a decline in performance, an intervention of different methods or materials should be made (Hefferin, 1983).

A distinct advantage in using precision teaching over more traditional measurement systems like percentiles is that students are actively involved in each step of precision teaching and in the learning process. Teachers are able to communicate up-to-date information to parents on a daily basis. Students are organized each day by following task sheets which list the daily enabling activities and timings for each pinpointed skill. Precision teaching provides a way for students to feel good about themselves and about individual successes and accomplishments without being compared to another student.

The next chapter will present various methods and materials implemented to expand the author's knowledge of techniques and to stimulate students to improve

reading comprehension. The author applied strategies collected from this literature search and contributed original ideas as a vehicle for achieving the outcome objectives in reading comprehension. Out of the various solution strategies collected, this writer chose not to implement the strategy using monitoring cards, the targeting technique, or the solution strategy of retelling stories in which students were grouped as partners.

CHAPTER III

Method

This instructor implemented a variety of materials, methods, and techniques in order to effectively individualize instruction. Students were able to increase skill performance by engaging in specific enabling activities each day. The Multilevel Academic Skills Inventory (MASI) was administered to determine the pinpoint skills for each student. The MASI is designed to identify only those skills the student may be having trouble learning.

Task sheets were established as daily lesson plans for students. They were used as tools to increase student responsibility, independence, and accountability (See sample in Appendix B:43). Assignments were listed on the task sheets which included the names of enabling activities and timings for each pinpointed skill. Students checked off each item as it was completed. The purpose of each enabling activity was to give the students instruction and practice to become proficient in a targeted skill. Timings listed on task sheets were color coded to

correspond with a probe and chart. Students could easily find the probe needed for each timing. Probes are narrow tests which contain specific material and are used for the daily timings (See sample in Appendix C:45). Task sheets provided teachers with a record of diagnostic comments and helped the students become problem solvers when deciding what to do next.

Charts were used to record daily results of timings for each pinpointed skill. A logarithmic chart was used to show the percentage of growth and to make predictions about further growth (See sample chart in Appendix D:47). Students plotted the number of corrects and errors onto the charts after the timing was finished and the probe had been corrected. The logarithmic charts provided a visual picture of the progress being made. Charting gave the students opportunity to be actively involved in short-term goal setting when one day's timing was compared to another. Students were encouraged to predict growth for the next day. To some, the prediction became a challenge and when success was experienced, the student's self-esteem was boosted.

Each student had a folder that contained logarithmic charts and probes for each pinpointed skill. Folders contained extra paper and a transparency to use with specific probes. Task sheets were clipped to the outside of each folder for easy access and visibility.

Probes were used to record timed samples of student performance on each pinpointed skill. Probes were taken from the precision teaching project manuals or were teacher constructed (See sample probe in Appendix C:45). Each probe presented enough items so that a one-minute timing could be given. The same probes were used daily unless a student mastered a skill and went on to the next or any other change in the content. Changes were recorded on the chart as a phase change indicated with a dark vertical line drawn in the space before the day of the change and also indicated at the right of the chart where daily data were recorded. The specific skill change or change in instructional strategies would also be written in at the top of the vertical lines.

Answer keys were provided for each probe which increased the student's responsibility to check the

work and analyze progress as well as critically consider alternatives. Providing answer keys allowed the teacher to give more individual assistance and encouraged student independence.

This writer used demonstration to show students how to do many of the activities that were assigned. When a new task or activity was introduced, the instructor demonstrated first. Each step was carefully explained and students were encouraged to develop questions.

Cues and prompts were utilized through task sheets. The task sheets were color coded and pictures were used as cues for the students (Appendix B:43). A picture of two eyes was taped on one student's desk as a behavioral prompt to remind the student to be concerned with only the tasks and responsibilities at hand.

This author used the Neurological Impress Method (NIM) to increase reading fluency. The student sat just in front of the instructor so that the instructor's voice was close to the student's ear. This instructor and the student read the material simultaneously. The instructor read a little louder

and faster than the student for 5 to 15 minutes. No correction was made during the reading so as to keep a smooth flowing style. The student was trained to slide the eyes smoothly across the paper. This instructor's finger ran smoothly over the page. After reading, the student told the instructor five specific points about the reading. While NIM does not increase reading comprehension, it is thought that strengthening fluency can increase understanding of what is read.

To improve creative writing skills, this author used story maps. Students viewed an interesting picture and then listed names of characters, the setting, the problem, four events that could happen in the story, and the conclusion was predicted. The students were timed for five minutes during which a story was written while following the completed story map (Appendix E:49). The number of words in the story were counted and plotted on a logarithmic chart. The story map gave the students a guide to aid creative content.

Students also read specific paragraphs and chose the main idea and some details in the reading. Students predicted an end to stories the instructor

read aloud. After predictions were made, the conclusions were read and students compared predictions to the actual conclusions.

The technique called RAP was also utilized to increase reading comprehension. RAP is an acronym that prompts students to paraphrase material first read. The purpose is to increase attention to main ideas and details and improve retention of material read. The R in RAP prompts students to "read the paragraph," the A prompts students to "ask themselves the main idea and two supporting details," and the P means to "put in your own words." The students read a paragraph and then followed the steps of the acronym.

A response maze (Appendix F:51) was used for each student as an incentive to stay on task and to complete assignments. When students had completed the response maze, a prize was chosen from a grab bag. Extra points and computer time was given as incentive along the maze also.

Parent-teacher conferences were conducted twice during the program. Since precision teaching is an on-going monitoring system and provides continuous

feedback, the instructor had up-to-date information and progress to share with parents.

This instructor was observed weekly by supervisors and written feedback from the observations were immediate. This author used the suggested changes from the supervisors to gain experience, knowledge, and information relating to methods of teaching. This writer was administered a pretest and a posttest to determine knowledge gained during the program.

Three inservice meetings were held prior to the beginning of the program to inform and teach instructors about precision teaching and about testing used to determine specific skills to be improved on. Weekly inservice meetings were held in which information, methods, and techniques were shared with the instructors. These techniques were then implemented in the classroom.

Students were exposed to critical thinking activities weekly. These activities were geared to increase the student's problem-solving abilities and required higher levels of thinking to reach the solutions. The critical thinking activities ranged

from classifying objects to analyzing statements that corresponded to certain objects.

CHAPTER IV

Results

The results of implementation procedures conducted and documented to improve reading comprehension were quite successful. Academic improvement was reflected on an "Academic Profile" (Appendix G:53). The scores reflect the positive effects of the reading methods and techniques used in this practicum.

The academic profiles contain the name of the skill, the expected mastery level in rate per minute, beginning performance rate of corrects and errors, and ending performance rate of corrects and errors. All scores were based on one-minute samples of performance unless otherwise indicated by an asterisk. Mastery levels were based on national performance standards, two-thirds of an adult's performance, proficient peer performance, or an educated guess. The academic profiles gave a clear picture of student's achievement in each skill. All five students reached the stated goals and showed an increase of correct responses and a decrease of errors in relation to the objectives of this practicum. All five students took one-minute

timed samples from the Barnell Loft Preparatory Level Two book on specific skills in reading comprehension. Jonathan, Paul, and Alex worked on main idea while Seth and Nery worked specifically on details. Mastery level was indicated as five to seven ideas retold or details retold in one minute.

Jonathan completed 21 units of the Barnell Loft Series. The beginning rate of corrects for Units 1-8 was three and errors were zero. The ending rate of corrects was eight and errors were zero. The beginning rate of corrects for Units 9-16 was four with one error. The ending rate of response was five corrects and zero errors. Units 17-21 showed a beginning rate of eight correct and zero errors and the same rate was achieved for ending performance. Mastery was achieved on the completed units.

Paul completed 21 units covering the main idea and mastery was achieved. Units 1-5 showed a beginning performance rate of four correct and two errors. The ending performance rate was eight correct and zero errors. The beginning performance rate for Units 6-14 was seven correct and one error and the ending performance rate was nine correct and zero errors.

The beginning performance rate for Units 15-21 was nine correct and one error. The ending rate of performance was seven correct and zero errors.

Alex completed 15 units of the Barnell Loft book covering the main idea. The beginning performance rate for Units 1-9 was two correct and zero errors and the ending rate of performance was nine correct and zero errors. Units 10-15 beginning and ending performance rates remained the same with five correct and one error. Alex achieved mastery on completed units.

Seth completed 10 units and achieved mastery working on details in the Barnell Loft Specific Skills Series. The beginning performance rate for Units 1-5 was two correct with zero errors and ending performance rate was eight correct and zero errors. Units 6 and 7 showed a beginning rate of two correct with four errors and ending rate of eight correct and zero errors. The beginning performance rate for Units 8-10 was six correct with zero errors and ending performance rate was eight correct with zero errors.

Nery completed two units covering details in reading comprehension in Barnell Loft. The beginning performance rate was one correct with one error and the

ending precision teaching rate was five correct with one error. Mastery was achieved.

After four weeks of instruction, this writer moved all five students into the Barnell Loft Multiple Skills Series Preparatory Level Two book. Success with identifying the main idea and details respectively had been evident and the multiple skills book combined the two skills so that progress could be seen in combined areas of comprehension. Mastery level for the combined skills was 20-30 correct responses based on five-minute timings. Students were required to read paragraphs and answered questions to identify main ideas and details during the five minutes.

Jonathan had a beginning performance rate of three correct with one error and an ending rate of 16 correct with zero errors. Paul had a beginning performance rate of 11 correct with one error and an ending rate of 29 correct with seven errors in five minutes. Alex showed a beginning performance rate of eight correct and three errors and an ending performance rate of 20 correct with seven errors in five minutes. Seth had a beginning rate of 10 correct and two errors and an ending performance rate of 18 correct and zero errors

in five minutes. Nery had a beginning performance rate of two correct and zero errors and an ending performance rate of eight correct with zero errors during five minutes.

According to these results, the methods and activities used for instruction proved effective. All five students showed considerable improvement. The students not only showed improvement academically, but socially as well as evidenced by the students getting along with others and working together.

This author believes that throughout the six-week instructional period a great amount of academic growth was accomplished in the specific skills of recognizing main idea and details while reading. The goals were met and growth was attained through NIM, RAP, story maps, immediate and corrective feedback, and the self-motivational component of precision teaching that provided students with a visual picture of their progress.

The students grew not only academically and socially, but also in self-confidence. This author heard students make statements like "I can't!" or "I don't know this." in the beginning of the six-week

period. Towards the end of the program, comments like the ones previously mentioned were less and students came into the classroom each morning eager to work. They developed independent work habits and were quite pleased with their own progress.

In addition to student progress, this author has increased in knowledge of teaching techniques, monitoring methods, and classroom management skills. A score of 19 on the pretest and 86 on the posttest reflects a difference of 67 points and shows considerable growth in knowledge. The author believes this growth to be a direct result of weekly inservice meetings where methods and teaching techniques were shared, weekly administrative observations followed by constructive feedback, and the opportunity to immediately apply new methods and techniques in the classroom

In the last chapter, this author will describe how this newly acquired knowledge will be used on an ongoing basis.

CHAPTER V

Recommendations

The strategies used in this practicum have proven to be beneficial to the students and to this author. The solution strategies and direct and continuous measurement resulted in progress in a short amount of time. If given a longer amount of time, this author believes even more progress would have been made and students would have been able to master all skills and move on to more advanced skills.

Final parent-teacher conferences were held to discuss the student's final progress reports and to give recommendations concerning continuous support through tutoring or the continuation of this same type of program in the fall. Formal reports were mailed to parents in order for them to have documented results to share with future teachers (See sample in Appendix H:55).

The advantage of the direct and continuous measurement of precision teaching is that students are involved in their own learning and decision making and progress is monitored continuously. This writer plans

to use a system of monitoring in the classroom in the fall. Students will keep a chart of their progress on timed math facts. Many of the techniques used during the program will be used in this writer's classroom, such as RAP and NIM. Behavior response mazes will be incorporated to use with students who have difficulty following directions and staying on task.

This writer plans to share these methods and techniques with fellow teachers and parents who may benefit. These techniques can be adapted to the classroom to use individually, in small groups, or with the entire class. Students could chart their own progress in math when working on facts or in reading while learning vocabulary words. This writer will introduce previously mentioned methods and techniques to parents to use at home when giving extra practice and drill to the student.

Flashcards will be used in a variety of ways in this writer's classroom as a direct result from some of the methods used during this practicum. The activities are self-correcting and students will work independently while timing themselves. They will also work in small groups to encourage support and praise

from peers. This writer believes that the experience and knowledge gained through this practicum has produced a more informed individual and professional.

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Appendices

Appendix A

Sample Profile Sheet

NAME: _____ D.O.B.: _____ GRADE: 1

PROFILE SHEET

SKILLS TESTED	DAY 1	DAY 2	DAY 3
Lang.		— Vocabulary	
Vocabulary	no	— Main Idea	
		— Names of Characters	
Word Analysis			
Vowel Sounds	okay	— Phrasing	
Compound words	okay	— Writing	
Word families	okay		
Comprehension —			
Symbolic	okay		
Following Directions	okay		• Comprehension - Main idea (Burnett Holt)
Drawing Conclusions	okay		• Vocabulary Word recog. (Todak Book)
Main Idea	no		
Names of Characters	no		
Details	okay		• Addition Facts 0-18
sequence	okay		
Real/Fantasy	okay		
context Clues	okay	*	• Spelling (own probe) 26 (Day 4)
appropriateness	okay		
Oral Reading	okay		
phrasing	no	*	• Creative Writing - increase creative ideas - sent structure
Writing —	not		(probe - time for num. cont words)
Math —			
Addition	okay		
Subtraction	okay		
Application	okay		
Check time — money			

Appendix B

Sample Task Sheet

Appendix B

Sample Task Sheet

TODAY-TODAY- TODAY

Name:_____ **Date:** Fri. 7/16

1. Addition flashcards ✓
2. See/Write Addition Facts 0-18 (1d, 2d) (A-5) ✓
3. Stepboard — Green subtraction tiles. ✓
4. See/Write Subtraction Facts 0-5 (1d) (S-2) ✓
5. Language Master – CVC and CVCE cards ✓
6. See/Say CVC + CVCE words (PA-6) ✓
7. Unit 18-19-20 ✓
8. Read/Write Main Ideas (Barnell Loft) ✓
9. Read through Spelling flashcards. ✓
10. Hear/Write Spelling Words

Appendix C

Sample Probe

CVCe

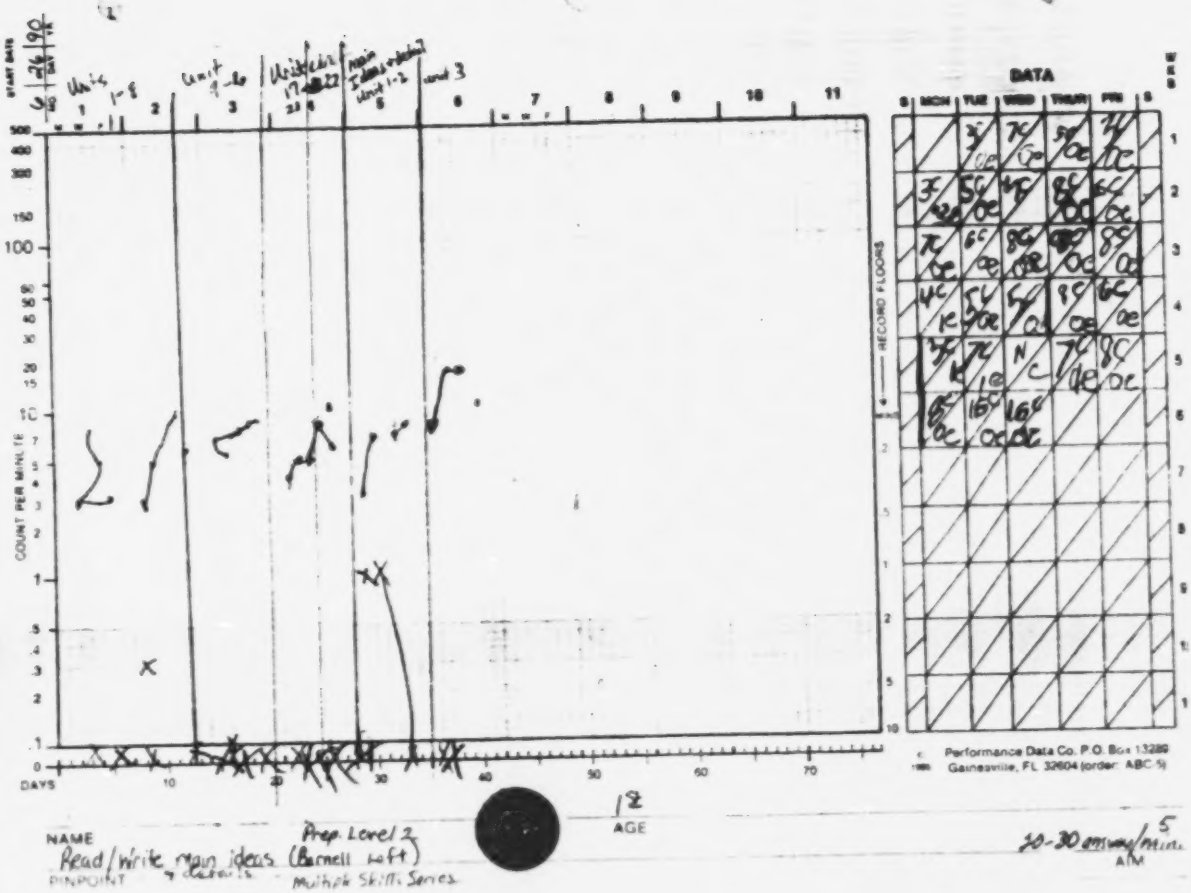
fire	bite	dime	tire	save	ride	bake	bike	time	9
vine	lime	five	wife	line	rake	sale	gate	side	18
cake	made	vase	cane	wave	game	kite	lake	tape	27
hive	fire	bite	dime	tire	save	ride	bake	bike	36
time	vine	lime	five	wife	line	rake	sale	gate	45
side	cake	made	vase	cane	wave	game	kite	lake	54
tape	hive	fire	bite	dime	tire	save	ride	bike	63
bake	time	vine	lime	five	wife	line	rake	sale	72
gate	kite	lake	tape	hive	fire	bite	dime	tire	81
save	ride	bake	bike	time	vine	lime	five	wife	90
line	rake	sale	gate	side	cake	made	vase	cane	99
wave	game	kite	lake	tape	hive	fire	bite	dime	108
tire	save	ride	bike	bake	time	vine	lime	five	117

Appendix D

Sample Logarithmic Chart

Appendix D

Sample Logarithmic Chart

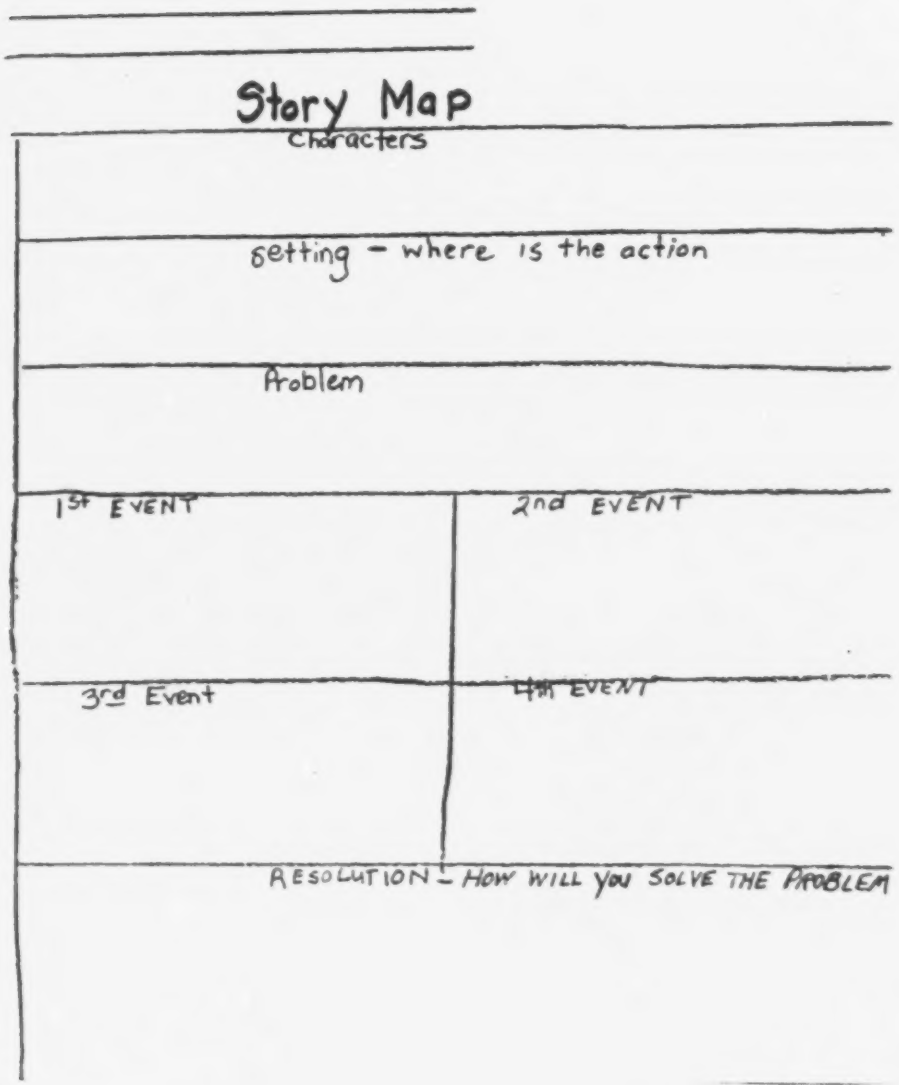


Appendix E

Story Map

Appendix E

Story Map

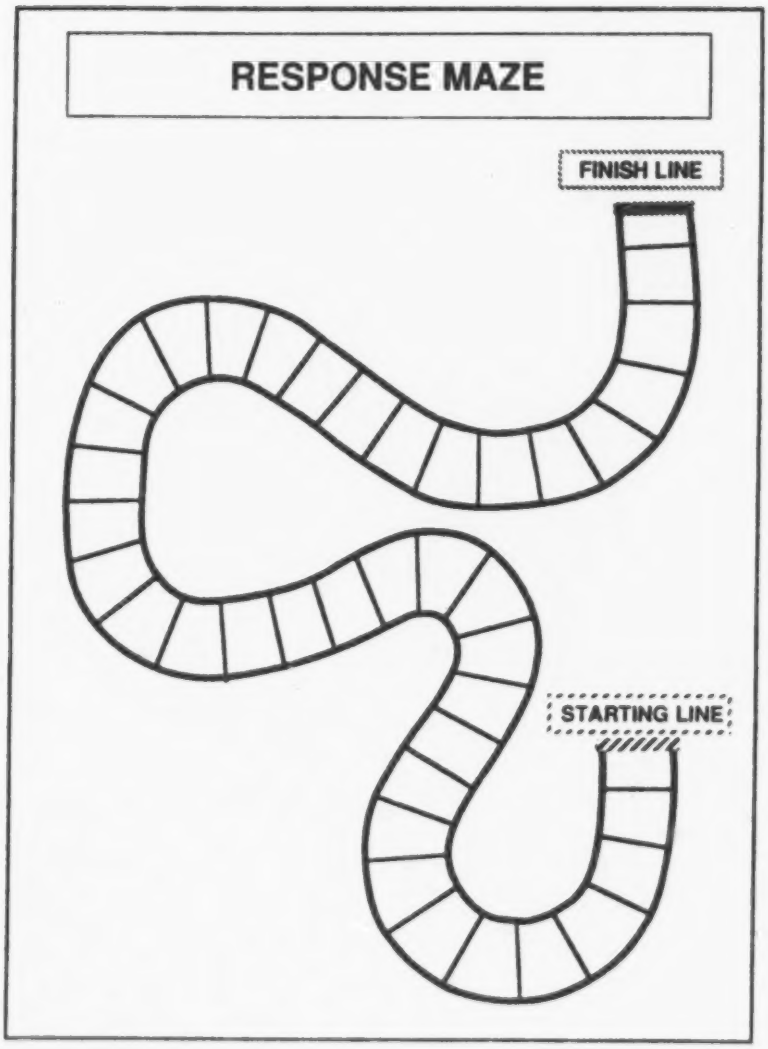


Appendix F

Response Maze

Appendix F

Response Maze



Appendix G

Academic Profile Chart

[redacted] ACADEMIC PROFILE Chart

Name of Skill	Mastery Level Per Minute	Beginning Performance # Correct	Beginning Performance # Errors	Ending # Correct	Ending Performance # Errors
Say Vocabulary Words (Dolch Primer - Unit 1)	80-100 words	21	10	47	8
Write Addition Facts 0-18	50-70 digits	5	2	17	0
Write Addition Facts 0-12		22	0	22	2
d/Write [redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
" [redacted]		[redacted]	[redacted]	[redacted]	[redacted]
d/Write [redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
/Say Long vowel CVCe words (all vowels)	50-70 words	5	8	17	15
/Say Long vowel CVCe words (a+i)	50-70 words	16	1	31	9
r/Write Spelling Words	50-60 letters	29	12	33	11

All scores are based on 1 minute samples of performance

Appendix H

Sample Formal Report

Appendix H

Sample Formal Report

Name: _____ Teacher: Sharon Grisham
Address: _____ School: _____
Phone Number: _____ Grade Placement: _____
Date of Report: 8/3/90

ACADEMIC	MASTERY	MAKING PROGRESS	NEEDS CONTINUED REMEDIATION
Reading			
Vocabulary Words (Primer level)	x	x	x
Comprehension details main idea		x	
two letter blend		x	
Language Arts words			
Mathematics			
Subtraction facts 1d, 2d		x	x

BEHAVIOR	SATISFACTORY	MAKING PROGRESS	NEEDS CONTINUED FOCUS
Motivated to succeed	x		
Listens and follows directions		x	
Completes work in assigned time	x		
Thinks and works independently		x	x

COMMENTS: is an erergetic student who enjoys learning. He learns best by manipulating objects. is making progrss working independently and is gaining more self-confidence. A behavior management system helped to take turns, control calling out, and complete assignments. should continue to work on subtraction facts, and vocabulary words on a first grade level.